DOCUMENT RESUME

ED 377 953 PS 022 821

AUTHOR Shaw, Donna L.
TITLE The Development of a Workable System To Assist Child Care Centers in Acquiring Substitute Staff on a Consistent Basis.
PUB DATE 94
NOTE 43p.; M.S. Practicum Report, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Day Care; *Day Care Centers; Early Childhood Education; Labor Needs; Program Descriptions; *Substitute Teachers
IDENTIFIERS *Network Based Approach; *Staffing Patterns

ABSTRACT

This practicum designed and implemented a program to assist child care centers in acquiring substitute staff on a consistent basis. The steps to develop a pool of trained substitute staff and establish a network between the participating centers were: (1) collecting information by way of a questionnaire; (2) obtaining funds; (3) discovering which centers were in need of this type of service and were willing to participate; (4) hiring and training the prospective substitutes, and (5) developing a contract. At the end of the project, it could not be determined how effective the pool system was for the participating centers. However, one goal achieved was that of networking among the participating center directors. (Seven appendices include sample evaluations, job descriptions of the substitutes, the contract for participating centers, and the 10-week project calendar.) (BAC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

PS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED 377 953

The Development of a Workable System to Assist Child Care Centers in Acquiring Substitute Staff on a Consistent Basis

by

Donna L. Shaw

Cohort 59

A Practicum Report Presented to the
Master's Program for Child and Youth Care Administrators
in Partial Fulfillment of the Requirements
for the Degree of Master of Science

NOVA UNIVERSITY
1994

PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY
Donna L. Shaw

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)"

PS 022821

BEST COPY AVAILABLE

Authorship Statement

I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give my testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

August 18, 1994
Date

Signature of Student

Abstract

The development of a workable system to assist child care centers in acquiring substitute staff on a consistent basis. Shaw, Donna L., 1994: Practicum Report, Nova University, Master's Program for Child Care, Youth Care, and Family Support. Descriptors: Early Childhood Education/Child Care Administration/Child Care Workers/Substitute Staff.

Due to a lack of qualified child care substitutes, there has been high stress levels for employees. This reflected the quality of child care offered by the practicum center.

The author designed and implemented a substitute pool system that allowed the practicum center as well as neighboring centers to have qualified substitute staff available when needed.

At the expiration of this process, it could not be determined how effective this system was for the participating centers. However, networking between the participating directors developed and continues until the present time. Appendices include sample evaluations.

TABLE OF CONTENTS

Chapter		Page
1.	Introduction	1
2.	The Problem	4
	Problem Statement	4
	Documentation	4
	Analysis	5
3.	Goals and Objectives	9
4.	Solution Strategy	11
	Existing Programs, Models, & Approaches	11
	Proposed Solution Strategy	13
5.	Action Taken and Results	18
6.	Conclusions and Recommendations	22
7.	References	24
8.	Appendices	25
	A. Questionnaire	26
	B. Substitute Evaluation	27
	C. Center Evaluation	28
	D. Job Description	29
	E. Substitute Contract for Centers	30
	F. Substitute Contract for Substitutes	31
	G. Ten Week Calendar	32

Chapter 1

Introduction and Background

THE SETTING

This practicum project involved a day care center that has been in existence since 1979. It was formed by the local community church as a means of offering Christian child care for the members of the church. As the program grew, it added a kindergarten and preschool programs. The programs offered to date include 2/3 daycare, 4/5 daycare, before and after school care, 3 year old preschool class, 4 year old preschool class, and a summer day camp. The facility is licensed for 50 children with a current enrollment of 63 children.

The center's staff consisted of 7 full and part time employees with one director. Their educational backgrounds ranged from a high school diploma or GED equivalent to a bachelor's degree in education. There were four qualified teachers and of those, one was full time.

Of the three assistants, two had full time status.

The amount of staff employed was in compliance with licensing standards in regards to teacher child ratios. At that time the only substitute system consisted of the part time employees putting in extra hours along with help from the center director.

Two years ago, the center went through program cuts due to a merger of the church with another church within the denomination. As a result of the merger, two of the major programs at that time were cut which also led to the cutting back of staff jobs. Also at that time, because there was an over abundance of employees available, they were able to serve as our substitutes. However, as time went on, those extras were able to find permanent positions elsewhere and were no longer available to us.

With the rebuilding and restructuring of the entire program, it became necessary to have extra staff available due to staff illness, emergencies, and vacations.

ROLE IN SETTING

The position the practicum author held within this center was that of director. As director, I was the supervisor to the teachers and assistants. My duties included, record keeping, bookkeeping, acquiring and terminating staff, recruitment of families to the program, serving as liaison to parents, businesses and area schools, as well as maintaining compliance with local and state licensing agencies. I was also responsible for the on-going training and orientation of staff for the required continuing education hours on a yearly basis.

I have been in child care for the past seven years working with children from six weeks to age sixteen. Within those seven years, I wan an assistant director for two years and a director for three. I have served in the practicum facility for the past two years.

Throughout those two years, I had been a major facilitator in the rebuilding of programs previously cut within the center; namely, the before and after school program, the summer day camp and both of the preschool program classes. With that experience behind me, I eagerly gook on the challenges that presented themselves within this practicum project.

Chapter 2

The Problem

PROBLEM STATEMENT

The practicum center did not have a substitute list to draw on in the case of an absent or vacationing staff member. The director was then dependent on the part time workers and herself to put in extra hours to make sure each room was staffed appropriately. This system of substituting became a problem and, in some instances, impossible to do, especially if there were multiple absences on a given day. Therefore, the observed problem was a lack of substitutes for the on-going maintenance of the practicum center's programs.

DOCUMENTATION OF THE PROBLEM

During the course of information searching on this problem, it became evident that this dilemma had been observed in many other centers as well. Recently, while attending a child care conference, one workshop dealt specifically with the issue of the lack of child care substitutes (Fox Valley AEYC, 1994).

Many directors came searching, as I, for a workable formula that would allow for the needed substitutes within our centers.

Many thoughts and ideas came from that workshop. Some of those included: getting participation from parents, contracting with one or two substitutes and guaranteeing a set amount of hours monthly, and advertising through the newspapers and community colleges.

The literature search also pointed out that substitutes were in demand to help meet the staffing needs within child care centers. In the Child Care Information Exchange (1989), the issue of substitutes was noted as one of their "prickly problems." A panel of 100 directors were used to share their experiences of needing substitutes within their centers and solutions that were successful for them. Most of their success stories were some of those same ideas stated above.

ANALYSIS OF THE PROBLEM

What happens when you have tried every creative way you can think of, and others have thought of, and your efforts still leave you short handed the first time a staff member calls in sick? The analysis process of this problem revealed several factors which contributed to this on-going discrepancy.

Bonnie Neugebauer (1991), pointed out that substituting is a tough role to take on. A former substitute herself, she had addressed some of her personal frustrations as a substitute.

Substitutes often times felt as if they were expected to pick up where the permanent teacher had left off and successfully manage through the day. Everything was up in the air and somehow the substitute was supposed to maintain composure and nurture each child.

The feeling of neglect was also a contributing factor for the lack of substitutes within the child care setting. After being set in a class full of children, no one had come back to checkup on the substitute to see if anything was needed or if there were any questions that needed to be answered.

The most unglamorous jobs were usually given to the substitute to do as a chance for the regular staff to get off easy. Duties included diapering babies, doing the dishes, being in charge of playground supervision alone, having to clean up after every meal, or even being asked to put out the children's cots without an outline as to where the cots belong made it difficult for a person to want to substitute. Neugebauer stated that, in most cases, she "felt most valued before entering the center (p.45)"

It is easy to forget in our quest for staffing our centers that the substitutes we placed there had needs and desires. Abraham Maslow's hierarchy of human needs pointed out basic truths that we all need for every day survival. Understanding what those needs and desires were allowed us to realize what the substitute may have been going through from the moment he or she walked into our center until the time he or she left. There were five needs or desires: physical, safety, belonging, self-esteem, and self-actualization (Morrison, 1991). The latter three needs seemed to be the ones most overlooked by center directors and staff concerning substitutes.

The belonging needs would also have been associated with social needs. It was very difficult for a substitute to realize he or she was a part of the team when no one interacted with him or her. It was important to let the substitute know he or she could take advantage of certain perks or activities while at the center.

As a result of the substitute feeling as though he or she belonged in the center, his or her self-esteem became more stable. We all have felt more confident about what we were doing when our self-esteem was boosted by others. It also helped us get through tough spots with a little more zeal than we would normally have.

A substitute was able to self-actualize when all of the prior needs and desires were met. They felt that they could give your center and the children you serve their very best because you had satisfied their basic necessities to carry out their task at hand (Hildebrand, 1990).

After analyzing this problem within the practicum center, it was evident that being able to utilize the substitutes on a regular basis was a strong concern. It was easier to use a substitute during specific times of the year; mainly, during the winter months when colds and the flu were at their peek and during the summer months when most staff took their vacations. Other times of the year when things slowed down and became consistent were the times when substitutes wanted to work the most and there just was not enough to keep them busy and make it worth their while to come out.

Within this analysis, it was quite evident that substitutes were playing a very important role in our centers. It was also evident that they were out there and they wanted to give their best to children; however, there needed to be a system implemented that would allow us to grab on to them and keep them interested.

Chapter 3

Goals and Objectives

GOALS

It had been observed that a lack of substitutes due to reasons stated in Chapter 2 resulted in inadequate staffing in child care centers. It was also evident that the non-existence of a support system to accommodate this problem created more frustration on behalf of the director and other staff members.

As a result, the goal of this project was to develop a program to assist the practicum center, as well as other centers, in the area of acquiring substitute staff on a consistent basis.

OBJECTIVES

The following objectives were a direct reflection of the goal stated above. Their purpose was to be a guiding light to the solution of this problem.

1. To develop a pool of 5 trained substitute staff to help meet the needs of area child care centers as well as the practicum center.
2. To have at least half of the participating centers

decrease their staffing problems by 50%.

3. To establish a network between the participating centers.
4. To have the practicum center able to meet its own staffing needs through the use of the pool system.

Chapter 4

Solution Strategy

REVIEW OF EXISTING PROGRAMS, MODELS, AND APPROACHES

The information search revealed an existing program which used a pool of qualified substitutes to staff various centers. Headed by Roger Caballero (a Nova University graduate) and his child care center in Texas, they had been able to successfully run a substitute pool that benefitted everyone involved. The creation of this program resulted from a successful training program which was developed "to train disadvantaged women for employment in early childhood education" (Child Care Information Exchange, 1992). They were able to use the graduate of this particular program as qualified substitutes for other centers in need of substitutes.

Mr. Caballero's substitute program contracted with interested centers and charged them a nominal fee per half day employment and full day employment, and in return they were able to pay the substitutes at least 75% of that money contracted. With this type of pool system in place, it had resulted in an employment rate of 85% within its first two years (Child Care Information Exchange, 11.

1992). I had the opportunity to speak with Mr. Caballero, and he stated that "the programs were still running very well and because there was such a great demand, we have had to keep training interested individuals for the program." Although this system was working very well there was a down side to it. The training program was run through state and government funds and though they might continue to get funding, the amount each year in not guaranteed.

There was another program, no longer in existence, that I learned of in a neighboring county not too far from the county in which the practicum center was located. This program was put together by eight child care centers who wanted to maintain their substitute list without losing the substitutes (Kane County Substitute Pool, 1989).

The directors of each participating center all came together and set guidelines for how they would pursue this matter. They came up with the idea that each center would allocate a certain amount of dollars to go toward the advertisement for the substitutes. Three of the eight directors were responsible for interviewing the candidates and choosing which ones they thought would work out the best.

They allowed the substitutes to pick the times and days that

they could be available to substitute as a way of giving them a feeling of control. The directors also agreed on a salary that all of the participating centers would pay to the substitutes for their service. This was to keep the substitute from preferring one center over another due to salary conflicts.

The directors found that the substitutes were happy to work for their pool because the centers were able to keep them busy. The substitutes also felt a sense of stability because they were able to come in and pick up where the permanent teacher had left off due to their familiarity with the center and the children.

The directors took turns coordinating the pool and due to the lack of coordination throughout the years, the pool became very disorganized and is now in non-existence.

The practicum center incorporated ideas from the two programs mentioned above to create a substitute pool that would benefit the practicum center as well as the substitutes involved.

PROPOSED SOLUTION STRATEGY

Several steps were followed to achieve the proposed objectives for this practicum.

The first element was that of a questionnaire. The questionnaire served as a way of collecting information from other

centers to see if 1) the acquisition of substitutes was a problem or concern and 2) whetheror not they would be interest in being a part of this project.

The second element involved funding for this project. The practicum center's state allocated a certain percentage of money to every county each year as mini-grant money. This money was available to child care centers and home centers that could be put to use for staff training, accreditation, college course work in early childhood, conferences, and other appropriate needs. In order to receive this type of funding, the need must be made evident and a proposal submitted and approved before the allocation of any money could be dispersed. The funding would serve the purpose of providing in-service training for the substitutes before they were placed within any of the participating centers.

Element three consisted of discovering which centers were in need of this type of service and were willing to participate in the project. A meeting with the interested parties was held to discuss the goal and objectives of the projects as well as setting guidelines for the use of the pool.

The fourth element consisted of hiring and training the prospective substitutes. This training was to be done in two phases: 1) the continuing education phase which included in-services and workshops and 2) the hands on training which entailed

the substitutes received experience by working with the children face to face.

The continuing education phase was to have come from in-services and workshops offered regularly through the YWCA within the county. The topics were to cover various areas of child development, child care, and their responsibilities as substitutes.

The hands on training required the prospective substitutes to work within the practicum center in all teaching areas of the center. This would have allowed the substitutes to get a feel of what to expect in other centers as substitutes.

It was to be made clear that all centers were different in their structure. It was the intention to stress the substitutes capability of adapting to different surroundings and allowing them to give their best effort to each child in their care.

Element five was the development of a contract. This was used for the participating centers of this project. The contract specified guidelines as to costs and procedures for using the pool system. With these procedures, it was possible for the substitutes to feel like part of the center and the center would be able to continue its daily function of servicing young children as effectively and efficiently as possible.

The practicum author served as coordinator of this project. Responsibilities included overseeing every aspect of the project

through each element to ensure that the goal and objectives were being met. Others involved were to be the trainers for the workshops and in-services who would yield their time and information to the substitutes to ensure their readiness before they were placed within the participating centers.

The directors also played a role in implementing the substitute pool. They helped in determining a reasonable fee to pay the substitutes and setting the guidelines for the substitutes to follow.

The evaluation process of this project would come from information gathered from the participating centers and the substitutes themselves. Data were to be collected throughout the implementation period at three separate times. This information would be taken from evaluation forms submitted by the center directors and substitutes along with interviews with the practicum author. The evaluation forms served as a means of meeting the objectives stated earlier in Chapter 3. These were the eyes of the implementation process because they showed if the project was meeting the needs of those centers involved.

The data collected throughout the implementation period, was to be compared with the information given before the process began to see how effective the project had been and how the participating centers were benefitted. If the out-come of this project had met

intended goal and objectives, the likelihood of this project continuing beyond the implementation's ending date would have been increased.

The plan for monitoring this project was on-going from start to finish; however, specific observation was set for three separate occasions with the center directors and the substitutes at weeks 8, 9, and 10 within the work setting of the participating centers. The purpose of this was two-fold: 1) it would have given the practicum author a chance to record how the substitute reacted to daily situations first hand and 2) it would have helped to ensure that the participating centers were abiding by the contract that they agreed to.

TEN WEEK CALENDAR

To encourage success within the implementation process, timely steps were necessary throughout the ten week time frame. There were different levels to be completed throughout the allotted time to gain achievement of the stated goal and objectives of this practicum project (see appendix G for the complete outline of the ten week calendar).

Chapter 5

Action Taken and Results

Upon approval of the practicum proposal, the practicum author began taking the necessary steps of implementing the solution strategy that was stated earlier in Chapter 4. The results of the implementation were not what the practicum author anticipated; however, they proved to be educating and interesting.

There were a total of eight questionnaires circulated to area centers. The practicum author delivered some questionnaires and the others were mailed. Of those eight, four questionnaires were mailed back in the envelopes provided. Two of the four questionnaires returned were very interested in participating. The practicum author contacted the directors that showed interest in the project and set appointments to meet with them personally.

The practicum author explained to the directors the goal of the project and the possible impact it could have on the participating centers if successful. The directors were also informed of the contract agreement necessary for everyone involved as well as the evaluations to be submitted by them and the substitutes. These forms were required to determine the success of

the project. All directors agreed on the rate of pay the substitutes would receive. Both directors also agreed that any hiring could be left up to the discretion of the practicum author and that informing the practicum author at least 24 hours in advance of when a substitute was needed was fair.

In the process of contacting and meeting with the directors, the practicum author had submitted the funding proposal for the project. Funding could not be granted to the project because money was allocated to other projects which showed a greater need at the time. The practicum author gathered appropriate information that could be used as in-service materials that would also be facilitated by the practicum author.

Advertising was done through two community colleges as well as the local newspaper. The response was overwhelming. Many of the calls were from public school teachers and high school students looking for summer work. Other calls came from child care workers interested in the pool; however, most lived too far from the participating centers.

The total number of centers involved in the pool was three. The practicum author decided to change the number of substitutes from five to two so that their chances of being utilized would be greater. Two candidates were found and hired. They were informed by the practicum author of the centers involved and their

responsibilities. Dates and times were set to help them through the in-service training, but due to conflicting schedules, that became impossible. The practicum author at that time mailed the information to the substitutes and discussed the contents over the phone. The hands on training could not take place at the practicum center as a result of the practicum author's change of employment. The new practicum center expressed the same frustrations with substitute staff; however, the new location was not in the area of the other two centers. Both substitutes had previous child care experience and therefore, the practicum author did not see this as a threat to the project's success.

All of the previous steps were met or modified and the time came to possibly place the substitutes within the participating centers. Both centers were experiencing a decrease in their enrollment and their college help had returned for their yearly employment; therefore, there was no demand for the substitutes to fill in any missing links. Earlier in the implementation, one of the directors knew of a specific week that a substitute would be needed and informed the practicum author of this need. As a result of surplus staff and a lack of children to service, the director had to cancel the request for the substitute.

Attempts were made for the use of the substitutes but the directors even found it difficult to keep permanent staff occupied.

One of the substitutes sought other employment due to the lack of the pool system was able to generate. The other substitute also found employment elsewhere but wanted to remain on the list in the event anything became available.

In comparing the results of this practicum project with the other models cited in Chapter 4, there were similarities and differences observed. For example, when speaking with Mr. Caballero, funding for his program was an annual issue and played a major part in the success of the training portion of his program. By the same token, the unavailability of funds for the practicum project played an integral part in the training portion of the implementation process. The neighboring county's inability to continue the proper coordination of the system was the cause for its non-existence; however, because of the practicum author's willingness to see the project to the end, the participating directors of this project expressed a desire to see the substitute pool continue beyond the conclusion of the implementation stage.

Chapter 6

Conclusions and Recommendations

The implementation of the practicum project become an education exercise and the practicum author found it difficult not to become absorbed in the entire experience. The goal the project was able to meet was that of networking between the participating center directors. The directors were supportive of the project at its inception. Although their centers did not receive the total benefits that were intended, their enthusiasm remained consistent throughout tne implementation period.

The practicum author did not view the unanticipated outcome of the project as a disappointment but rather saw each roadblock as workable challenges. Order and control throughout the project was maintained as a result of the practicum author's attitude.

One recommendation for further projects concerning this issue would be to have at least four to five centers participate. This project had two centers involved, and it is the feeling of the practicum author that had there been other centers participating, the chances of utilizing the substitutes may have been greater.

Aside from all of the modifications to the strategy solution, the final factor in the project's inability to achieve its goal and most of its objectives was that of the low number of participating centers. This recommendation is supported by the two models examined earlier in Chapter 4. One of the models had eight participating centers and the other model had numerous contracted centers to work with. Each showed success in its ability to use and keep substitutes employed.

The practicum author still sees the need to implement a substitute pool which will aid child care centers with substitute staff. As a result of the author's change in employment location, new contacts will need to be established and substitutes sought and the practicum author will be unable to implement the strategy solution at the present time.

The results of this project have not been introduced professionally through any type of conferences or staff meetings. The practicum author is willing to make any information available to colleagues interested in using it as a building block for their own implementation.

REFERENCES

Cover Story. (1992), Meet Cover Director Roger Caballero. Child Care Information Exchange, 87, 63-64.

Excerpt, (1991). A Million Dollars for Sam's Other Shoe! Child Care Information Exchange, 23-24.

Hildebrand, Verna (1990). Management of Child Development Centers New York: Collier Macmillan, 260-261.

Katz, Lillian G. (Oct. 1977). What is basic for children? Childhood Education, 146-149.

Morrison, George S. (1991). Early Childhood Education Today New York: Merrill, 246-247.

NAEYC, Fox Valley Chapter (1994). A Director's Dilemma: Finding and Keeping Good Substitute Teachers: Conference Workshop.

Neugebauer, Bonnie (1991). Substitutes-We're the Real Thing! Child Care Information Exchange , 19-22.

Panel Members, (1989). Prickly Problems #5-Help I Need Substitutes Child Care Information Exchange, 45.

Sweeney, Carol (1989). Kane County Substitute Pool.

APPENDIX

A: QUESTIONNAIRE

1. How are substitutes recruited for your center?
2. How effective are your recruiting efforts?
3. How often do you find you need to use a substitute?
4. How many substitutes do you have on your substitute list?
5. How long on average, are your substitutes willing to be available to your center?

6. If a system of obtaining substitutes were available to accommodate yours needs, would you be interested in participating?

Center name_____

Center address_____

Center phone#_____

Contact person_____

B: SUBSTITUTE EVALUATION

Evaluation for_____

For period beginning_____ and ending_____

Please rate each item on a scale of 1-5, with 5 being "the best"

Fulfillment of job obligations

5 4 3 2 1

Compliance with state standards and regulations

5 4 3 2 1

Physical, mental, and emotional competence to care for children

5 4 3 2 1

Initiative in implementing the program

5 4 3 2 1

Relationship with other staff, parents, and children

5 4 3 2 1

Attendance and promptness

5 4 3 2 1

Dependability and reliability

5 4 3 2 1

Further comments:

Date_____

C: CENTER EVALUATION

Center Evaluated_____

Substitute_____

Date_____

Please rate the center on a scale of 1-5, with 5 being "the best"

Substitute was made aware of duties prior to entering class

5 4 3 2 1

Substitute was made to feel comfortable within setting

5 4 3 2 1

Substitute was treated the same as permanent staff

5 4 3 2 1

Director and other staff available to answer questions

5 4 3 2 1

Additional comments:

D: JOB DESCRIPTION- SUBSTITUTES

1. Supervise and insure the safety and well-being of the children at all times, being alert for the needs and/or problems of the children as individuals and as a group.

2. Curriculum

   a. Implement the daily program according to the lesson plans furnished by the regular teacher, or

   b. Assist assigned teacher in any way possible.

3. Prepare a snack for the children and sit with them while they eat it.

4. Keep classroom, storage rooms, and bathroom clean, neat, and orderly.

5. Be familiar with and follow all procedural policies.

6. Report to Director any special needs or problems of individual children.

7. Report to Director any cases of suspected child abuse or neglect.

8. Handle discipline promptly and in accordance with stated policy on discipline.

E: SUBSTITUTE CONTRACT FOR PARTICIPATING CENTERS

Center name_____

Address_____

Phone_____

Contact person_____

I,_____ director of_____ agree to abide by this signed contract for the participation in the child care substitute pool.

Furthermore, I agree to the following stipulations:

1. To pay each substitute $_____ per hour of service
2. To inform the coordinator at least 24 hours of when a substitute is needed so that arrangements can be made to provide a substitute
3. To inform the substitute of his/her duties at the time of arrival within the center
4. To ensure fair treatment of the substitute as with any other employee within the center
5. To inform the substitute of fire exits, extinguisher and emergency evacuation plans
6. To be available to answer questions and help out if needed

_____ Director signature/date

_____ Coordinator Signature/date

F: SUBSTITUTE CONTRACT

Employee name_____

Address_____

Phone_____

Social Security Number_____

This contract is between the above named child care center and the above named employee:

For the period beginning_____ and ending_____

For the position of_____

For the salary of_____

This contract is subject to the following document:

Job Description

_____ _____

Employer/Date Employee/Date

G: TEN WEEK CALENDAR

LEVEL 1- Acquiring information from area directors regarding staffing problems due to the lack of substitutes.

Task 1: Accumulate questionnaires from other programs within the profession.

Responsible Person: The practicum author will obtain all information.

Duration: Week 1

LEVEL 2- The petitioning of funds for the continuing education training of the substitutes.

Task 1: Grant writing to the YWCA for staff training.

Responsible Person: The practicum author will submit a proposal for requested funds.

Duration: Week 2

LEVEL 3- Contacting directors from the questionnaire and setting up meeting times and dates.

Task 1: The discussion of the project with center directors who show an interest and need with the present issue.

Task 2: Explain requirements of the project and the cost to the participating centers. Setting guidelines that all centers will adhere to regarding their participation and that of the substitutes.

Task 3: The issuing of contracts stating that the directors understand the project at hand and guidelines set before them.

Responsible Person: The practicum author will facilitate all meetings and present information needed to participating directors.

Duration: Week 3

LEVEL 4- The acquisition of substitutes to accommodate participating centers when needed.

Task 1: Locating substitute staff outside of the participating centers through an aggressive advertisement campaign.

Task 2: Using willing directors to help in the interviewing process of the prospective substitutes and to help choose those that will help benefit the project.

Task 3: Setting up meeting times and dates with the substitutes to explain their role and their responsibilities.

Responsible Person: The practicum author will be in charge of coordinating the search for prospective substitutes.
1 to 2 of the center directors will assist in the interviewing process of prospective substitutes.

Duration: Weeks 4 and 5

LEVEL 5- The training of substitutes to prepare them for placement within the participating centers including the practicum center.

Task 1: Providing in-service training in child development and early childhood education.

Task 2: Providing hands on training for substitutes within the practicum center.

Responsible Person: The in-service trainers and workshop leaders will be responsible for training and preparing the substitutes on child care issues. The practicum author will supervise the hands on training of the substitutes within the practicum center.

Duration: Weeks 6 and 7

LEVEL 6- The placing of substitutes within the participating centers as well as the practicum center as needed.

Task 1: Contacting the substitutes and informing them of which center they are to arrive at and the time they should be there.

Responsible Person: The center directors will be responsible for contacting the practicum author at least 24 hours in advance when substitutes are needed as stated within the guidelines.

Duration: Weeks 8 through 10

LEVEL 7- The collecting of information and evaluating it against the goal and objectives of the practicum project.

Task 1: Receiving an evaluation on each substitute from the center directors that requested them.

Task 2: Receiving evaluations on each center from the substitutes.

Responsible Person: The practicum author will collect all information from centers and substitutes to help in the evaluation process of the project on a weekly basis.

Duration: Weeks 8 through 10

LEVEL 8- The observing of substitutes and centers for further evaluation of the project.

Task 1: To observe each substitute within the work setting. To record interactions between the substitute and the children; and, the substitute and other staff.

Task 2: To observe the participating centers to insure their compliance towards the substitute as stated in the guidelines and contract.

Responsible Person: The practicum author will observe and take notes of the substitutes and participating centers at three designated times.

Duration: Weeks 8 through 10